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ABSTRACT

This teaching guide consists of statements of goals and objectives, teachers' notes and suggested activities, and lists of suggested materials for use in teaching a secondary-level course on office procedures. Designed for students enrolled in an office skills cluster of courses, this course is intended to synthesize the knowledge and skills learned for office occupations. The rationale behind the course, evaluation procedures, time allotments, and goals and objectives are covered. Addressed next are the following topics: the office concept and office processes; performance standards; sources of information (essential references, methods of research); business and office organizations; word processing (concepts, careers, and applications of word processing); ancillary functions and services (communication, travel arrangements, financial arrangements); data processing (basic concepts, the data processing cycle, data processing and word processing); records management function, systems, and procedures as well as equipment and supplies); and business and office careers (job application, job retention, career planning, work experience). Also included are information on correlating course content with supplemental materials, a bibliography, and transparency masters. (MN)

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This guide replaces the Office Procedures 302 guide of 1970 and the Temporary Revision of 1978, and becomes effective generally in September, 1982. It has been developed as part of the Office Skills cluster of courses designed to provide guidelines for vocational business education.

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RATIONALE

Office Procedures 302 is one course in the Office Skills cluster of courses. It is intended that Office Procedures 302 be the course that synthesizes the knowledge and skills learned for office occupations. Normally students entering Office Procedures 302 would have completed introductory courses in Typewriting, Accounting, and/or Marketing.

It should be noted that typewriting skills are not essential for Office Procedures 302. For example, students who choose to major in Accounting/Data Processing studies would benefit from a course that deals with systems and procedures followed in office routines.

Office Procedures 302 is best suited to the student who aspires to go to a job after graduation from a secondary school. The course expects that students would practice business skills, principles, and the wide range of socio-economic knowledge studied in a business education program. Office Procedures 302 is suited to the wide range of students who would normally be found in business studies at the Grade 12 level.

Complementary courses would include Typewriting 102/202/302, Accounting 202/302, Shorthand and Transcription 202/302, marketing courses such as Relations in Business 202 and/or Management 302, and electives from the socio-economic cluster of courses. Students should study the CORE subjects at the level of difficulty most challenging to their abilities.

EVALUATION

Office Procedures 302 should be implemented in a laboratory specifically equipped with typewriters, filing system(s), and dicta-equipment. It is recommended that teachers plan and design schedules of activities through which students may be rotated to provide job experiences. A simulated or model office would permit a measure of vocational realism. Wherever possible, teachers should attempt to incorporate a work experience component for evaluation.

Evaluation should be based upon the objectives for the course Testing should be frequent, and completed on an individual basis congruent with the rotation of students through specific tasks. Vocational standards should influence the extent and nature of student evaluation, together with recognition for individual student needs.

Students should be tested for achievement in each component area of skills development, and for the ability to under stand the procedures that link each component within an office environment.

TIME ALLOTMENT

Office Procedures 302 is a one-credit course for secondary schools, and requires 110-120 hours of instruction

GOALS AND OBJECTIVES

I. The Office

The student should be able to:

- define the term office;
- develop an understanding of the need for and the purpose of office processes;
- identify office processes.

II. Performance Standards

The student should be able to:

- identify standards of education, performance, behaviour, and character that employers expect of office and business personnel;
- identify and assess personal and professional qualities for employment;
- understand the need for punctuality and regular attendance;
- understand the need for an efficient arrangement of desk-top and drawers;
- demonstrate an efficient arrangement of desk-top and drawers;
- understand the need to organize work according to priorities;
- demonstrate the ability to organize work according priorities;
- understand the relationship of office routines and work flow;
- develop an awareness of the importance of interpersonal relations;
- understand the importance of working with others;
- demonstrate the ability to work with others;
- identify ethical and unethical behaviours.

III. Sources of Information

The student should be able to:

- understand the need for sources of reference in an office;
- list sources of reference information in an office;
- describe the types of information each reference supplies;
- use accepted procedures for researching information;
- solve research problems through use of information sources.

IV. Business and Office Organization

The student should be able to:

- identify the forms of business organization;
- understand and describe the advantages and disadvantages of the forms of business organization;
- understand the purpose of the organizational structure in an office;
- identify the types of organizational structure in an office;
- illustrate the organization and management of large and small offices;
- understand that the physical arrangement of an office contributes to its efficiency;
- prepare floor plans for offices;
- understand the importance of the services provided by an office;
- identify the services provided by an office;
- develop an awareness of the relationship between the service(s) an office provides and job descriptions.

V. Word Processing

The student should be able to:

- develop an awareness of the concept of word processing;
- describe the implications of word processing for employment for preparation and career advancement: -identify emerging career paths in word processing;
- understand and describe the fundamental steps in word processing;
- understand and discuss a knowledge of word processing required for dictation and transcription, reprographics, and keyboard applications;
- select appropriate techniques for dictation and transcription, reprographics, and keyboarding to solve word processing problems;
- demonstrate and discuss word processing skills related to dictation and transcription equipment, reprographics equipment, and the keyboard.

VI. Ancillary Functions and Services

The student should be able to:

- understand the need for and the purpose of various communication ancillary functions and services;
- identify specific communication ancillary functions and services;
- demonstrate the ability to apply communication ancillary functions and services to office and business processes;
- understand the need for a knowledge of procedures, services, and documents related to business travel arrangements;
- select the appropriate type of travel and accommodation for the business traveller;
- prepare the documents and correspondence for business travel arrangements;
- understand the need for and the purpose of financial ancillary functions and services routinely used in business situations;
- prepare the documents and correspondence for various financial ancillary functions and services routinely used in business situations.

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VII. Data Processing

The student should be able to:

- understand the basic concepts, terminology, and methods of processing data;
- identify and describe the methods of processing data;
- understand the purpose for and relation of the data processing cycle to office functions;
- identify and describe the steps in the data processing cycle;
- understand and explain the integration of data processing and word processing.

VIII. Records Management

The student should be able to:

- understand the need for a system of records management for recording, storing, and retrieving information;
- identify and describe the various filing systems;
- identify the classes under which documents are considered for retention;
- understand and apply the rules for the various filing systems;
- prepare, file, and retrieve documents in the various filing systems;
- identify the basic equipment and supplies used in various filing systems;
- demonstrate the ability to use basic equipment and supplies for each of the various filing systems on hand;
- understand the influence of technology changes on records management;
- identify the technological changes in records management.

IX. Business and Office Careers

The student should be able to:

- understand the need for and the purpose of a personal inventory;

- prepare a personal inventory;
- assess personal capability and potential for a business or office career;
- list the sources of employment information;
- understand the purpose of a letter of application, resumé, and application form;
- prepare a letter of application, resumé and application form;
- understand the purpose and the importance of a job interview;
- prepare and practice for an interview;
- understand the need for and the purpose of employer/employee agreements;
- identify the legal relationships possible between employer and employee;
- identify the legal and ethical procedures to observe when accepting and terminating employment;
- understand the influence of employee attitude and performance on job retention;
- identify and explain the attitudes and performances that are necessary for job retention;
- demonstrate, through practice, the behaviours necessary for job retention;
- understand the need for and the purpose of career planning;
- develop an awareness of the importance of career planning in preparation for personal and societal change and lateral and vertical mobility;
- research standards of education, performance, behaviour, and character required for various business and office careers;
- understand the purpose of and importance of office simulation;
- demonstrate the ability to apply previously learned skills and knowledges;
- recognize the importance of establishing work flow, priorities, and work schedules to meet deadlines;
- recognize the interdependence and inter-relationship of office routine and work flow;
- priorize office activities and prepare work schedules;
- perform office procedures that meet business and office standards of performance, accuracy, and behaviour;
- understand the importance of office and business work experience;
- demonstrate the ability to meet business and office standards of performance accuracy and behaviour.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
I. THE OFFICE A. The Office Concept The student should be able to: 1. define the term <u>office</u>;	Hold a class discussion and ask the students to state their concepts of an office. Explain that office and business functions require management if they are to serve business.	
2. identify and explain a schematic model for an office.	Have the students study and discuss a schematic model of an office. Ask the students to prepare a schematic model of an office. Emphasize the components of the schematic model of an office. - <u>Objective:</u> Every office has an objective which is supportive of and subordinate to, the objectives of the organization of which it is a part. - <u>Policies:</u> The policies under which the total business operates determine in part the function of the office. - <u>Function</u>: The function is guided by the policies of the business. Personnel must be available to accept assignments, to assume responsibility, to become accountable as peers or subordinates or superiors, to delegate authority, to exercise span of control, and to be part of other involvements. - <u>Personnel:</u> The human resources carry out the function/s of the office. Emphasize that office systems will be as effective as the people who work in them. - <u>Physical Facilities:</u> The work of all offices is carried out in physical facilities. These facilities vary (shack on a construction site, briefcase in an automobile/airplane/bus, etc., small office, large office, complex). Equipment (furniture, machines, materials) is used to	Transparency Master 1, "Schematic Model of an Office" <u>OFFICE</u>: A place, or a facilitating entity to serve business transactions. <u>THE OFFICE OBJECTIVE:</u> The goals toward which the office directs its efforts. <u>POLICIES</u>: Guidelines for the office organization <u>FUNCTION</u>: The paper work to be processed, the data to be assembled, the information to be communicated and disseminated, and the decisions to be made <u>PERSONNEL</u>: The employees of the office organization <u>PHYSICAL FACILITIES</u>: The environmental variables, or location where the office becomes an operating reality

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	enhance the processing of work. The psychological and environmental factors (noise level, colour, light, air circulation, humidity, temperature of air) affect the office personnel. - Time and Cost: Office personnel work in the context of time using standards of performance to measure productivity. Time costs money; consequently, the cost factor is important. - System: All the work activities performed by office personnel are accomplished through a single system (simple or complex), a maze of systems with supporting networks (subsystems), or haphazardly. - Procedural Steps: The procedural steps or sequences are the components of each system (simple or complex) which give logic and order to the accomplishment of the work at hand. - Methods: Manual, mechanical, and electronic methods of working through procedural steps or sequences. - Routines: People and their routines are at the core of the implementation of the system. - Economy and Efficiency: All the office components put together in varying versions with a common goal (economy, efficiency) contribute to profit through service of the office to its parent organization.	TIME: Standards of work performance to measure productivity COST: The value of time to achieve standards of work performance SYSTEM: The operational network of an office PROCEDURAL STEPS: The components of each system to aid in the completion of work through sequences METHODS: The means of carrying out the procedural steps in a system ROUTINES: The ways in which personnel carry out tasks ECONOMY: The management or regulation of office affairs with special regard for costs, and directly concerned with getting an adequate return on investment EFFICIENCY: Effective operation as measured by a comparison of production with costs associated input resources

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Summarize the components of the office concepts by having the students answer questions related to the schematic model: - What is the reason for an office? - Why must this particular work be done? - Who will do the work? - Where will the work be done? - How will the work be done? - Does the work result in service and profit?	<u>COMPONENTS OF THE OFFICE CONCEPT</u> 1. Objective 2. Function 3. Personnel 4. Physical facilities 5. Systems, procedures, methods, operating routines 6. Economical and efficient operations
B. The Office Processes The student should be able to: 1. develop an understanding of the need for and the purpose of office processes;	Explain the relationship of planning, organizing, leading and controlling, to the processes of managing an office. Emphasize the importance of short- and long-range planning to reach the objective of the office.	<u>MANAGERIAL FUNCTIONS AND OFFICE ACTIVITIES</u> Planning - Coordinating the various office services, such as: communication, records management, mailing and reprographics (reproduction); procuring a suitable office site; equipping the areas with modern, functional, and efficient office furniture, machines, and equipment; and staffing the office with qualified employees so that the work will flow smoothly and quickly Organizing - Applying basic principles of office organization in planning the work relationship among employees equipped with the best physical facilities to achieve the maximum output

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		Leading - Directing and supervising the office activities; adopting and implementing workable personnel policies that will maintain a desirable level of morale; training, orienting, promoting and compensating office personnel; and providing for static-free communication lines back and forth between employees and employers Controlling - Developing, installing and improving administrative office systems and procedures to be followed in completing each major phase of office work; supervising the procurement, preparation, and use of office forms and other supplies; measuring the work done and setting standards for its accomplishment; reducing the costs of services; preparing budgets, reports, and office manuals as a means of reducing and controlling costs
2. identify office processes.	Identify and explain the main components of office processes to provide the students with a broad basis from which to develop an in-depth study of all processes. Use individual and group activities to identify office processes. Some suggested activities for the students to enhance their knowledge of office processes would include the following: 1. Assign to students the task of finding out the objective of the school office or some local business office.	MAIN COMPONENTS OF OFFICE PROCESSES 1. Planning routines 2. Organization of people, work and relationships 3. Directing responsibilities 4. Motivation of people 5. Control over: - cost - standards - quantity of work

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	2. Direct the students to the task of listing all the work activities in the principal's office or in a local business office. 3. Ask the students to gather information on a job title, and describe the type of work being performed in that job. Determine who does the work and under whose supervision. 4. Direct the students to inventory the equipment in the office, and to inventory the environmental and psychological factors that affect the processes in an office: air conditioning or the lack of it; too much versus too little light; bright versus soft colours, and a quiet versus a noisy office. 5. Assign to students the choice of some aspect of office work with which they are familiar. Direct them to delineate all the activities that transpire in the chosen aspect of office work. Ask the students to list systems and the related major activities. 6. Direct the students to outline the sequence of all that happens to a piece of correspondence from the point of incoming mail to storage in filing equipment. 7. Ask the students to determine the means of carrying out a procedure. For example, have the students find examples of how mail is opened, how extra copies of a document are produced, etc. 8. Direct the students to find out from the school office and/or a local business office what types of work are repeated daily, weekly, or monthly. 9. Assign students to research costs and standards related to office activities. 10. Analyze with the students examples of known or hypothetical inefficiencies in the school or the local business office. Discuss and think about the positive effect of both efficiency and economy.	- quality of work - forms - records - personnel 6. Evaluation and re-planning Invite a guest speaker (architect/interior decorator) to speak to the class. <u>SUGGESTED OFFICE SYSTEMS</u> 1. Handling the mail 2. Billing 3. Data processing 4. Records management 5. Inventory 6. Word processing 7. Personnel handling Prepare a flowchart of procedural steps that are inherent to processing a piece of correpondence. <u>RESEARCH PROJECTS FOR COSTS AND STANDARDS FOR OFFICE ACTIVITIES</u> 1. Costs involved in the writing of one business letter dictated to a secretary or a machine, typed, and mailed. 2. Examples of words per minute required for job entry as typists, stenographers, etc. 3. Examples of other office standards: - letters per day by stenographer;

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		- letters filed per hour; - lines typed per day. 4. Examples of standard equipment, machines, materials, and supplies.
II. PERFORMANCE STANDARDS		
A. Work Standards The student should be able to: 1. identify standards of education, performance, behaviour, and character that employers expect of office and business personnel;	Relate work standards to the components of the schematic model for an office. Emphasize that business needs people who can think, communicate, solve problems, and work effectively. Have the students collect information regarding employee qualifications and employer expectations from reference books, periodicals, interviews with employers, former students, and/or surveys of office personnel. Discuss the relationship of work standards to the efficiency and economy of the office. Prepare a bulletin board display about standards of education, behaviour, and character that employers expect of office and business personnel.	WORK STANDARDS: Guidelines of performance indicating what is expected of office and business personnel
2. identify and assess personal and professional qualities for employment.	Review and add to the job description, data collected to identify office processes. Have the students research the effect of technological development on the job titles, job descriptions, and on educational and skill requirements.	COMPARISON OF SOME JOB TITLES Title "A" or Title "B" Secretary or Administrative Assistant Stenographer or Communication Specialist File Clerk or Information Specialist

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		The Office of the Future - A Four Part Series. Administrative Management Society, Willow Grove PA 19090, U.S.A.
	Refer to information about job categories as identified by the International Word Processing Association.	International Word Processing Association, Maryland Road, Willow Grove, PA 19090, U.S.A.
	Discuss personal and professional qualifications.	Dress to Impress, kit, Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
	Collect and discuss examples of employee rating/appraisal/evaluation forms to determine personal and professional qualifications of office and business employees.	PERSONAL QUALITIES 1. Appearance - grooming and hygiene - attire 2. Mannerisms - posture and poise - voice and language 3. Attitude - ideals and inflections
	Explain that office and business personnel work with others, and therefore must be aware of the needs of others and be willing to provide information and assistance when needed. Discuss the importance of developing an interest in office and business/work during days of light and heavy workloads. Explain the effect of orderliness on the efficient use of time, time and cost standards, the quality and the quantity of work produced. Emphasize the importance of performing work when requested and of developing confidence. Point out that being able to anticipate what needs to be done and to take action on one's own increase the effectiveness of office and business personnel.	PROFESSIONAL QUALITIES 1. Cooperation 2. Involvement 3. Orderliness 4. Trustworthiness 5. Initiative 6. Loyalty

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Discuss the meaning of loyalty (faithful, true, genuinely helpful and concerned) as it applies to the office processes. Use case studies from business and from textbooks.	
B. Efficiency The student should be able to:		
1. understand the need for punctuality and regular attendance;	Discuss the importance of punctuality and regular attendance in relation to time and the cost of operating routines as related to the economy and efficiency of an office.	Absenteeism and Time-Killers, Motivational Messages, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
2. understand the need for an efficient arrangement of desk-top and drawers;	Emphasize the importance of organizing the surface and storage areas of a desk to promote a steady flow of work, contributing to office and business efficiency.	
3. demonstrate an efficient arrangement of desk-top and drawers;	Discuss the concept "a place for everything and everything in its place." Have the students arrange the surface and storage areas of their desks for efficient classroom work and assist them to proceed in an orderly manner from task to task.	
4. understand the need to organize work according to priorities;	Emphasize the importance of classifying items received according to the attention required. Explain the relationship of workflow, time and cost, operating methods and routines, and efficiency.	CLASSIFICATION OF ITEMS ACCORDING TO ATTENTION 1. For immediate attention 2. For attention at a later date 3. For consideration as time becomes available 4. Not for consideration
5. demonstrate the ability to organize work according to priorities;	Use in-basket exercises to develop the ability to organize work according to priorities	
6. understand the relationship of office routines and workflow.	Explain the importance of office routines as procedural steps. Aid workflow and give logic and order to the accomplishment of the work at hand and classified according to attention.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
C. Interpersonal Relations The student should be able to: 1. develop an awareness of the importance of interpersonal relations;	Discuss and define the importance of interpersonal relations regarding the efficiency and economy of all the office processes to achieve objectives.	INTERPERSONAL RELATIONS: Ability to work well with people to influence people and exercise leadership
2. understand the importance of working with others;	Emphasize the importance of working with others: to relate to others in helpful, useful ways; to cooperate with others in planning and doing a piece of work; and to communicate with others.	INGREDIENTS FOR COMMUNICATION 1. Trust and openness 2. Communication medium 3. Message 4. Mutual understanding
3. demonstrate the ability to work with others;	Use group projects to develop the ability to work with others. Use problem solving, case studies, debates, panels, committees, projects, posters and bulletin boards, field trips, and resource people. Integrate group projects throughout Office Procedures 302.	Human Relations; Human Relations Games; Leadership Training; Be a Pleasing Person; It's Easier Than You Think!; Office Education Case Studies; Creative Materials for Developing Positive Attitudes; Human Relations Cases- brochures available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
4. identify ethical and unethical behaviours.	Define ethics. Explain that as individuals differ, so do their ethical concepts. Emphasize that personal guidelines for everyday ethical conduct, like policies for communications, are needed in an office and a business. Use case studies to discuss why behaviours are ethical or unethical.	ETHICS: The study of conduct between individuals Some Views on the Issue of Business Ethics, a brochure, available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
III. SOURCES OF INFORMATION		
	Establish a reference shelf/corner in the classroom. Provide the students with opportunities to use the references. Develop a subject filing system for each of the topics in Office Procedures. Build a file with the students' assistance. Encourage the students to use the file as a source of information.	SOURCES OF OFFICE PROCEDURES INFORMATION 1. Dictionary 2. Canadian Business Word Division (Farmer) 3. Reference Manual for Secretaries and Typists (Sabin) 4. Canadian Secretary's Handbook (Collier-MacMillan) 5. Telephone directories 6. Postal code directories 7. Henderson's Directory
A. Essential References The student should be able to:		
1. understand the need for sources of reference in an office;	Discuss the need for sources of information by emphasizing: correct and adequate information essential to the efficient operation of a business organization; information as necessary for the successful management of a business organization; information as essential for decision making. Prepare a display of information sources.	
2. list sources of reference information in an office;	Have the students prepare a classified bibliography of reference books in the school library (or in a public library) that would be useful to a business person.	
3. describe the types of information each reference supplies.	Request the assistance of the school librarian to prepare an assignment on reference materials. The assignment should consist of a series of questions requiring students to identify a research reference for answers. Refer to library reference materials.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Methods of Research The student should be able to: 1. use accepted procedures for researching information;	Explain the procedures to follow when seeking information and using basic references. Having the students use index cards to record and arrange information extracted from references, and for listing sources of information.	PROCEDURES FOR RESEARCH 1. Finding information sources in a library - use the card catalogue - locate a title - use indices 2. Finding information - how to begin - where to look 3. Narrowing the research area 4. Extracting information - use cards for notes - prepare bibliography cards - write notes - report from completed notes
2. solve research problems through use of information sources.	Have the students prepare a short formal research paper using sources, notecards, and a bibliography.	
IV. BUSINESS AND OFFICE ORGANIZATION A. Business Organization The student should be able to: 1. identify the forms of business organization;	Explain that business organization may be classified by activities and by types of ownership. Have the students define and give examples of manufacturing/producing, and the wholesaling/retailing distribution of goods and services. Explain that individuals, groups, or government may own businesses; give examples of each; and have the students prepare a list of businesses in the community that are examples of each.	BUSINESS ORGANIZATIONS CLASSIFIED BY ACTIVITIES A. 1. Primary/Raw Resource Industries 2. Secondary/Processing Industries 3. Tertiary/Finished Goods Industries B. 1. Distribution Industries (Goods) 2. Distribution Industries (Services)

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		BUSINESS ORGANIZATIONS CLASSIFIED BY OWNERSHIP 1. Sole Proprietorship 2. Partnership 3. Corporation (Private, Crown and Public) 4. Cooperative
2. understand and describe the advantages and disadvantages of the forms of business organization.	Have the students research to determine the advantages and disadvantages of the forms of business organization classified according to ownership and/or according to business activity. Emphasize that the organization structure of a business determines business policies and defines the responsibilities and duties of each employee. Discuss the relationship between objectives and functions, functions and personnel, and functions and physical facilities.	Transparency Master 1, "Schematic Model of an Office"
B. Office Organization The student should be able to: 1. understand the purpose of the organizational structure in an office;	Explain that the objectives of a business or a group of functions within the business must be defined and understood. Responsibility for organization exists with managers at all levels. All business organizations are composed of functions that must work together to achieve the major objectives of the business. Effective organization is based upon simplicity and clear-cut interrelationships. Effective organization is made up of individuals who must perform the work. Each individual in the organization must be given authority commensurate with assigned responsibility and must be held accountable for the discharge of	Organizing: A process by which people, functions and physical factors are brought together in a controllable unit to accomplish specific objectives. Organizing occurs at all levels of the office operation PRINCIPLES OF ORGANIZATION 1. Principle of Objectives 2. Principle of Responsibility 3. Principle of Unity of Functions 4. Principle of Simplicity

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	duties. Each employee should receive orders from and be responsible to only one supervisor. Effective supervision and leadership must be established so that the objectives of the business may be achieved. The span of subordinates under the immediate supervision of an executive or a supervisor should be limited.	5. Principle of Individual Relationships 6. Principle of Delegating Authority Commensurate with Responsibility 7. Principle of Reporting to a Single Supervisor 8. Principle of Supervision and Leadership 9. Principle of Span of Control
2. identify the types of organizational structure in an office;	Identify and explain the types of organizational structure within an office/business. Explain that the office is the communication and memory centre of a business; the organizational structure of an office defines the responsibilities and duties of each employee; and the workflow contributes to the efficiency of the office. Have the students list and define the various services provided by the office in a business.	FORMS OF ORGANIZATIONAL STRUCTURE 1. Line 2. Functional (Staff) 3. Line and Staff 4. Committee SERVICES OF THE OFFICE - Purchasing - Accounting - Personnel - Reprographics - Records Management - Administration - Consulting Services
3. illustrate the organization and management of large and small offices;	Have the students illustrate by means of charts the organization and management of large and small offices.	
4. understand that the physical arrangment of an office contributes to its efficiency;	Review the physical facilities as they relate to the schematic model of the office and to the office processes. Define and discuss the term ergonomics. Discuss the influence of technological developments on office ergonomics, emphasizing managing of the facilities for productivity; planning for workflow to increase efficiency; and providing a work environment that promotes teamwork, convenience, and comfort.	ERGONOMICS: The study and science of the office environment OFFICE ENVIRONMENT: The psychological and physical factors of the office as they relate to the employee

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Emphasize that office ecology (office environment and the employee's reaction to it) is dependent upon the proper use of space, the effective arrangement of furniture and equipment, and the working environment in relation to staff preferences. Discuss the various aspects of the office environment. - Surface environment: walls, ceilings, floors, basic building features (windows, pillars), furniture, equipment, colour schemes, floor coverings; - Hearing environment: noise control in relation to floor coverings, wall coverings, ceiling coverings, machines, and equipment, layout and location, and noise created by workers; - Seeing Environment: lighting control in relation to neutral lighting, artificial lighting, and colour; - Atmospheric Environment: air control in relation to air conditioning, temperature, circulation, humidity and cleanliness.	Transparency Master 2, "Office Employee Behaviour and Performance in Relation to Office Environment"
5. prepare floor plans for offices.	Visit the school office, local businesses or use case studies to observe and discuss physical layout and workflow. Have the students draw a floorplan of an office to indicate workflow, and/or plan an office for a specific business (from given data/case study). Prepare bulletin board displays. Invite guest speakers to deal with the topic.	
C. Office Functions The student should be able to: 1. understand the importance of the services provided by an office;	Review the definition of <u>function</u> and discuss it as a component of the schematic model of an office. Relate the definition of <u>function</u> to the services provided by an office. Explain that every business needs an office and that the office is the service/information center.	<u>FUNCTION</u>: The paper work to be processed, the data to be assembled, the information to be communicated and disseminated, and the decisions to be made

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. identify the services provided by an office; 3. develop an awareness of the relationship between the service(s) an office provides and job descriptions.	Assign the students a research project that determines and lists the services provided by the office/various types of offices. Have the students discuss the list of office services that they prepared and develop a list of job titles required to provide the office services. Discuss the responsibilities of the employees. Write and discuss brief job descriptions. Prepare a bulletin board display of job descriptions.	
V. WORD PROCESSING A. Concepts and Careers The student should be able to: 1. develop an awareness of the concept of word processing;	Define <u>word processing</u>. Trace the historical development of word processing (the conversion of thoughts into readable form) by: 3300 B.C. .....Clay Tablets 1800.....Dictation Units 1868.....Typewriter (Querty) 1932.....Autotypewriter (Paper Tape) 1946.....Computer 1961.....Selectric Typewriter 1964.....Word Processor 1965.....Term <u>Word Processing</u> evolved Assign research projects to deal with "Important Product Introductions for Text Processing" (1868 - the first practical commercial typewriter to the present) or "Some Important Events in Voice Recording" (1876 - (Edison) to the present).	<u>WORD PROCESSING</u> The conversion of thoughts into readable form OR the transformation of written, verbal, or recorded ideas into typewritten or printed documents OR the combination of people, procedures, and equipment that transforms ideas into printed communications and helps facilitate the flow of related office work OR a system of processing written communication by coordinating automated equipment, specialized people, and efficient procedures in an appropriate environment

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. describe the implications of word processing for employment preparation and career development;	Discuss word processing in relation to the schematic model for the office and the main components of office processes. Identify and discuss the skill and knowledge requirements for word processing. Explain the new emphasis on old skill/knowledge requirements and the introduction of some new skill/knowledge requirements. Emphasize: - verbal communications (telephone, dictation explanation); - written communications (composition, grammar, spelling, punctuation, capitalation, numerical forms); - equipment-related skills (keyboarding, transcribing, dictating, reprographics); - planning, organizing, decision-making skills; - supervision skills (scheduling; coordinating people/equipment/activities/facilities; reviewing procedures; and controls; - business attitudes/personal development.	<u>BASIC OFFICE FUNCTIONS</u> 1. Communication 2. Information acquisition, storage and retrieval 3. Data analysis 4. Coordination of people, Information, budgets and facilities 5. Public relations 6. Management <u>Summary Report of National Study of Word Processing Installations In Select Business Organization</u> (Scriven et al.)
3. identify emerging career paths in word processing;	Assign a research project to investigate career opportunities. Collect job descriptions and prepare a bulletin board display	<u>Word Processing Concepts and Careers</u> (Berglund)
4. understand and describe the fundamental steps in word processing.	Discuss the fundamental steps in word processing.	<u>STEPS IN WORD PROCESSING</u> 1. Origination - how to express ideas 2. Production - how to produce ideas 3. Reproduction - how to make copies 4. Filing - how to save ideas for the future 5. Distributing - how to transmit ideas to destination

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
B. Applications of Word Processing The student should be able to: 1. understand and discuss word processing required for dictation and transcription, reprographics, and keyboard applications;	Emphasize the origination of ideas through the dictation of data through the telephone and/or dictation equipment; the production of ideas through keyboarding and transcription; the reproducing of documents through reprographics; the composition and editing of documents at the typewriter.	KEYBOARDING: The manipulation and/or mastery of the keyboard common to typewriters, with applications to computers, 10-key calculators, etc. REPROGRAPHICS: The processing of copies by the use of various reproducing devices OR the science of reproducing documents by using machine such as photocopiers, duplicating equipment, collators, binders, etc.
2. select appropriate techniques for dictation and transcription, reprographics, and keyboarding to solve word processing problems;	Discuss the techniques related to dictation and transcription. Emphasize dictation methods and the application of English skills, proofreading; and editing transcription. Discuss reprographics. Emphasize the preparation of the typewritten and illustrated masters for the dry copying machine and the preparation of masters for development of transparencies. Review keyboarding. Emphasize keyboarding skills, composition and editing at the typewriter for the students with well-developed typewriting skills.	Refer to Manuals for dictation and transcription equipment that would accompany the equipment when purchased. 3M has developed a "3M Workshop for Preparation of Transparencies" that would act as an excellent in-service activity for the teacher.
3. demonstrate and discuss word processing skills related to dictation and transcription equipment, reprographics equipment, and the keyboard.	Have the students dictate and/or transcribe letters, manuscripts, reports, etc. Discuss dictation tips and instructions: general information about equipment; beginning instructions; instructions given during dictation; closing instructions; and additional dictating tips. Have students with well-developed typewriting skills transcribe the letters dictated by students.	Dicta-Typing: A Short Course (Farmer et al.) Instructional Material for Machine Dictation Users, available at the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Emphasize reprographics, the preparation of masters for the dry copying process. Discuss the use of the typewriter, illustrations, diagrams, layout, etc. Have the students design and prepare masters for dry copying and for transparency masters. Emphasize keyboarding composition, proofreading, and editing skills on the electric and electronic typewriter for students with well-developed typewriting skills. Arrange field trips to businesses and assign a research report to be prepared and based on the field trips.	Word Processing: Concepts and Applications (Ellis) Word Processing in the Modern Office (Cecil) Word Processing (Rosen et al.)
VI. ANCILLARY FUNCTIONS AND SERVICES		
A. Communication		
The student should be able to:	Discuss the importance of the ancillary functions in the communication process to facilitate office processes/procedures.	
1. understand the need for and the purpose of various communication ancillary functions and services;		
2. identify specific communication ancillary functions and services;	Identify and discuss the use of telephone and postal services as ancillary communication functions and services. Acquaint the students with telephone equipment and services. Invite guest speakers, use films and/or directories from the Manitoba Telephone System. Assign a research project to the students to describe the various types of postal services and classes of mail, including electronic mail. Use a guest speaker, or a field trip to the post office to examine mailing routines.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Discuss the relationship between the internal mailing services in the office and the postal services.	Information Folder (Correct Addressing Mail Classifications, Special Services, International Mailing, All About Postal Prepayment), Canada Post.
3. demonstrate the ability to apply communications ancillary functions and services to office and business processes.	Have the students role-play the placing of different types of telephone calls, recording messages, considering area codes, direct distance dialing, calculating time zones, etc. Have the students use the postal Information Folder to determine class of mail, the required postage and the postal zone guide to determine the postal codes.	
B. Travel Arrangements The student should be able to:		
1. understand the need for a knowledge of procedures, services, and documents related to business travel arrangements;	Discuss the importance of procedures in some offices for the preparation of itineraries for executives from a brief outline of the travel plans. Prepare a bulletin board display of the forms; flowchart the procedure.	
2. identify procedures, services, and documents related to business travel arrangements;	Explain the procedures, services and documents in arranging the kind of travel and types of accommodation; arrival and departure times; appointments en route; and reference material. Discuss the use of electronic procedures.	Travel agency brochures and transportation (airline, railway, bus) timetables
3. select the appropriate type of travel and accommodations for the business traveller;	Assign students to prepare letters and to role-play telephone conversations requesting reservations. Plan travel itineraries from case studies. Include the use of maps, transportation routes, major airports, and motel/hotel directories.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. prepare the documents and correspondence for business travel arrangements.	Have the students prepare detailed travel plans or an itinerary for an employer, emphasizing the type of travel, hotel accommodation, appointments, departure and arrival times, etc.	
C. Financial Arrangements		
The student should be able to:	Pretest the students to determine their understanding of deposit slips, cheques, petty cash, bank reconciliation forms, etc.	
1. understand the need for and the purpose of financial ancillary functions and services routinely used in business situations;	Discuss the relationship of ancillary financial functions to the services provided by financial institutions. Have students gather samples of cheques, deposit slips, petty cash vouchers, reconciliation forms, etc., and prepare posters/ bulletin boards.	
2. prepare the documents and correspondence for various financial ancillary functions and services routinely used in business situations.	Have the students prepare petty cash records, deposits and deposit slips, and bank reconciliation forms from given data/case studies.	
	Assign a research project to students to prepare and compare financial reports.	Obtain samples of annual reports from companies, newspapers, and accounting textbooks.
VII. DATA PROCESSING		
A. Basic Concepts		
The student should be able to:		
1. understand the basic concepts, terminology, and methods of processing data;	Define and explain <u>data processing</u>.	<u>DATA PROCESSING</u> The process of planning, organizing (sorting and classifying), controlling (storing, calculating, and printing) information for a specific purpose and use

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. identify and describe the methods of processing data.	Assign the students a research report on the development of data processing. Invite guest speakers or conduct field trips to discuss and view data processing systems.	
B. The Data-Processing Cycle		
The student should be able to: 1. understand the purpose and relation of the data processing cycle to office functions;	Explain the importance of data processing in relation to information for daily business operations; information for regulating business operations; information for long-range plans; information requests from outside sources (customers, creditors, owners, and governments). Relate the explanation to the schematic model for the office.	
2. identify and describe the steps in the data processing cycle.	Identify and discuss the steps in the data processing cycle. Have the students prepare flowcharts and/or charts illustrating the steps in the data processing cycle.	STEPS IN DATA PROCESSING CYCLE 1. Input 2. Storage 3. Manipulation 4. Output 5. Control
C. Data Processing and Word Processing		
The student should be able to: 1. understand and explain the integration of data processing and word processing.	Discuss the relationship of data processing and word processing to the information processing needs of an office and/or a business. Emphasize the similarity of the pieces of equipment; the same logic; and the same techniques to accomplish the office processes.	Transparency Master 3, "Flowchart of Steps

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
VIII. RECORDS MANAGEMENT		
A. Function of Records Management		
The student should be able to:	Define records management. Explain that records represent the memory of the office and business, and that the records must be logically organized and readily accessible.	RECORDS MANAGEMENT
1. understand the need for a system of records management for recording, storing and retrieving information.		The method of handling the storage and retrieval of information through control of people, procedures, and equipment OR the application of systematic analysis and scientific control of records from their creation through processing, maintenance, protection and final disposition
	Emphasize that records management is a segment of a larger field of administrative management that includes data processing, systems and procedures, standards and controls, office services, and records management.	
B. Systems and Procedures of Records Management		SYSTEMS OF FILING
The student should be able to:	Identify the types of filing systems. Emphasize alphabetical and numerical filing systems and a combination of these two systems. Develop an awareness of the filing systems less frequently used.	1. Alphabetic 2. Numeric 3. Subject 4. Geographic 5. Phonetic 6. (Other)
1. identify and describe the various filing systems;		
2. identify the classes under which documents are considered for retention;	Identify and describe the classifications of documents retained for filing.	CLASSIFICATIONS OF DOCUMENTS RETAINED FOR FILING 1. Vital Records 2. Important Papers 3. Current Papers 4. Reference Papers 5. (Others)
3. understand and apply the rules for the various filing systems;	Discuss the rules for alphabetic and numeric systems of filing. Arrange visits to the school office or to local businesses to study the filing systems. Emphasize records management.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
4. prepare, file, and retrieve documents in the various filing systems.	Have the students practice arranging correspondence and other papers according to the rules for alphabetic and numeric systems of filing.	Business Filing Procedures, A Filing Simulation (Pansegrau) Canadian Filing Practice (Smith) Word Processing (Ellis)
	Discuss the life cycle of a record in a records management system.	Transparency Master 4, "The Life Cycle of A Record"
C. Equipment and Supplies The student should be able to: 1. identify the basic equipment and supplies used in various filing systems; 2. demonstrate the ability to use basic equipment and supplies for each of the various filing systems on hand.	Have the students identify the basic equipment and supplies used in alphabetic and numeric filing systems. Prepare a bulletin board display/posters of illustrations of equipment and examples of supplies. Encourage the students to use basic equipment and supplies in creating alphabetic and numeric filing systems for records management.	
D. Technology and Records Management The student should be able to: 1. understand the influence of technology changes on records management;	Discuss the influence of word processing, microcomputers/computers, and microfilming on the management of records. Define micrographics, memory, and records processing.	MICROGRAPHICS: The method of filing information on film using miniaturized images MEMORY: The storage capacity inside automated equipment

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
		RECORDS PROCESSING: A method of handling, storing, and retrieving information that may never need to be recorded on paper (Information may be entered via a Keyboard into a computer and only retrieved if needed.)
2. identify the technological changes in records management.	Have the students research the procedures of microfilming and collect examples of microfilm and microfiche. Indicate that microfilmed records can be stored in two percent of the space required for original records. Have the students collect information about electronic data storage. Explain that a terminal for word processing and/or for a computer may be used as input to store information, and as an access terminal to retrieve information. Prepare displays of brochures for records management equipment/systems.	
IX. BUSINESS AND OFFICE CAREERS		
A. Personal Inventory		
The student should be able to:	Discuss the importance of assessing one's capability and potential for office employment.	Career Development - Education for Living, kit available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
1. understand the need for and the purpose of a personal inventory;		
2. prepare a personal inventory;	Have each student compile a personal inventory to list personal accomplishments, to identify personal preferences about employment, and to list work experience activities.	Example of personal inventory form A Story with a Happy Ending - Your Business Career, kit available from the Library, Department of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
3. assess personal capability and potential for a business or office career.	Encourage each student to collect information about the qualifications required for office employment. Interview employers and personnel directors. Have the students match their personal inventory information with the qualifications required by employers.	Advertisements in newspapers Career guidance materials Guest speakers from Canada Employment Centres and personnel departments
B. Application for a Position		
The student should be able to: 1. list the sources of employment information;	Discuss and have the students prepare a list of sources of employment information.	Canada Employment Centres will provide information and literature.
2. understand the purpose of a letter of application, resumé, and application form;	Have each student prepare a personal folder to contain a resumé, letter(s) of application, etc. Explain the purpose of the letter of application, the resumé and the application form. Point out the relationship between the personal inventory sheet and the resumé. Prepare a display (bulletin board/poster) of resumés, application forms, letters of application, advertisements for jobs, and job descriptions.	Career Decision, Finding, Getting and Keeping a Job, kit, available from the Library, Dept. of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
3. prepare a letter of application, resumé, and application form;	Assign the preparation of letters of application, resumés, and the completion of application forms.	
4. understand the purpose and the importance of a job interview;	Explain the purpose of the interview. Provide the students with the opportunities to practice the component behaviours that comprise successful interviews. Assist the students in developing interpersonal communication skills by using some of the following techniques:	Preparing for an Interview, kit, available from the Library, Dept. of Education, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
5. prepare and practice for an interview.	1. Conduct trial interviews for the students. 2. Initiate role playing or a simulated office situation. Have a student interview a job applicant and class members participate, discuss, and evaluate the interview. 3. Use a tape recorder by which students can listen to their interviews.	The Employment Interview, kit, available from the Library, Dept. of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	4. Obtain or prepare videotaped interviews so students can observe the techniques of interviewing.	
C. Employer/Employee Agreements The student should be able to:		
1. understand the need for and the purpose of employer/ employee agreements;	Obtain examples of employer/employee agreements.	Refer to Law Textbooks assigned to the Law 302 course.
2. identify the legal relationships possible between employer and employee;	Discuss the legal relationships between employer and employee, with reference to employer/employee agreements.	Employment Law (PLEA), available from the Library, Dept. of Education, Main Floor, 1181 Portage Avenue, Winnipeg Manitoba R3G 0T3
3. identify the legal and ethical procedures to observe when accepting and terminating employment.	Explain the procedure of preparing a letter to accept employment and a letter to terminate employment. Have the students prepare acceptance and termination letters.	
D. Job Retention The student should be able to:		
1. understand the influence of employee attitude and performance on job retention;	Discuss the importance of employee attitude and performance. Obtain and discuss appraisal forms. Have students role-play appraisals of employees. Explain the purpose of the probationary period.	Employee appraisal forms may be found in personnel textbooks or obtained from a personnel manager.
2. identify and explain the attitudes and performances that are necessary for job retention;	List and discuss behaviour indicative of good attitude.	INDICATORS OF A GOOD ATTITUDE 1. Punctuality 2. Attendance 3. Neatness 4. Honesty 5. Cooperativeness 6. Friendliness 7. Industriousness 8. Composure 9. (Other)
3. demonstrate, through practice, the behaviours necessary for job retention.	Observe student behaviour in the classroom and in the office simulation activity, and reinforce those that are desirable on the job.	

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
E. Career Planning The student should be able to:		
1. understand the need for and the purpose of career planning;	Discuss the technological and societal influences on careers and career planning. Have students prepare a report on the future of office occupations and the skills that will be needed to meet those job requirements.	
2. develop an awareness of the importance of career planning in preparation for personal and societal change and lateral and vertical mobility;	Make the students aware of careers related to specialized areas. Have students examine the use of computers in office occupations. Gather job descriptions for specialized career opportunities.	<u>SPECIALIZED CAREER AREAS</u> 1. Legal office 2. Medical office 3. Bilingual office 4. Service occupations 5. Other
3. research standards of education, performance, behaviour, and character required for various business and office careers;	Assign a research project on business and office careers, standards of education and performance required by these jobs. Have the students design career path models and list requisite qualifications.	
4. assess and improve personal qualifications for business and office careers.	Encourage students to determine how to improve their qualifications for career advancement (evening classes, seminars, workshops). Discuss the concept of lifelong learning and continuing education.	Canadian Classification and Dictionary of Occupations (Supply and Services Canada)
F. Office Simulation/Model Office The student should be able to:		<u>OBJECTIVES OF OFFICE SIMULATION</u>
1. understand the purpose and importance of office simulation;	Explain the objectives of office simulation or a model office. Assist students in planning a model office or office simulation activities. Develop rotation systems that would allow the class to provide experiences for each member. Plan assignments to be accomplished at each work center in the rotation system.	1. The development of the ability to interact effectively with other people in an office environment. 2. The integration of previous learning into a coherent whole, so that students realize the importance of what they have learned and how that knowledge fits into their future role in the office.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
2. demonstrate the ability to apply previously learned skills and knowledges;	Give the students opportunities to apply their skills and knowledge by preparing assignments for each of the work centers. Create a realistic office environment in the classroom by determining the workflow and deportment of students as potential employees.	
3. recognize the importance of establishing workflow, priorities, and work schedules to meet deadlines;	Assist the students with the preparation and plans for workflow for establishing priorities, and for developing work schedules. Prepare schedules so that students would be able to plan ahead of the schedule and become goal oriented.	
4. recognize the interdependence and interrelationship of office routine and workflow;	Create a situation in which students will be able to recognize the interdependence of the many functional principles they have learned in other business subjects. Use in-basket exercises to facilitate the rotation system and workflow. Help the students realize that the work of the office is a part of a system where the output of one station becomes the input for another. Understand that an error made by one employee affects the work of other employees, and the volume of work produced.	Business Office Simulation System (B.O.S.S.) (Diegan)
5. priorize office activities and prepare work schedules.	Assist the students to organize their work and work stations to increase efficiency. Provide students with opportunities to develop their ability to make decisions and to work independently.	Right-on Records, Inc.; An Office Simulation Project, available from the Library, Dept. of Education, Main Floor, 1181 Portage Avenue, Winnipeg, Manitoba R3G 0T3
G. Work Experience (optional)		
The student should be able to:	Arrange for work stations by following the steps for a Work Experience Program. Obtain necessary school and community support. Plan for a two- to three-week experience, depending upon the constraints of school, community, and timetables.	STEPS FOR WORK EXPERIENCE PROGRAM
1. understand the importance of office and business work experience;		1. Gain the support of the school/division/staff. 2. Secure or list likely host employers in the community.

GOALS AND OBJECTIVES	TEACHERS' NOTES AND SUGGESTED ACTIVITIES	SUGGESTED MATERIALS
	Explain the work experience project. Have the students prepare letters of application and personal resumes, and arrange for an interview prior to beginning work experience.	3. Visit host employers to outline the program, objectives, timelines, and evaluation or feedback. 4. Arrange for the placement of students on the job. 5. Evaluate student performances. 6. Do the follow-up.
2. demonstrate the ability to meet business and office standards of performance, accuracy and behavior.	Have the students prepare a folder of information pertaining to the work experience office. Request the supervising office employee to complete an evaluation (appraisal) form, to assess the performance of the student.	Guide for Work Education in Manitoba's Public Schools (Department of Education)

CORRELATION OF COURSE CONTENT WITH SUPPORT MATERIALS

APPROVED TEXTBOOKS

COURSE CONTENT	Sparling and Attridge. Complete Course in Office Procedures	Reid, G. A. Modern Office Procedures	Westgate, D.G. Office Procedures 2000	TIME ALLOTMENTS
I. THE OFFICE				
A. The Office Concept B. The Office Processes	Complete Textbook	Complete Textbook	Complete Textbook	6% Integrated
II. PERFORMANCE STANDARDS				
A. Work Standards	Chapter 1 Chapter 13, Section 2	Chapter 1	Chapters I, II, III, XV	
B. Efficiency	Chapter 13, Sections 1, 2	Chapter 1, Page 6 Chapter 16, Pages 286-287	Chapter XVI	
C. Interpersonal Relations	Chapter 13, Section 2 "Working with Others" for all chapters	Chapters 1, 16, 17	Chapter II "Cases and Simulations" for all chapters	
III. SOURCES OF INFORMATION				
A. Essential References	Chapter 15, Suggested Resources	Chapter 19, Suggested Resources	Chapter XVI, Suggested Resources	
B. Methods of Research	Chapter 15	Chapter 19	Chapters XIII, XVI	2%
IV. BUSINESS AND OFFICE ORGANIZATION				
A. Business Organization	Chapter 17	Chapter 22	Chapters XV, XVII	10%
B. Office Organization	Chapter 17	Chapter 22	Chapters XV, XVII	
C. Office Functions	Suggested Resources	Suggested Resources	Suggested Resources	

APPROVED TEXTBOOKS

COURSE CONTENT	Sparling and Attridge. Complete Course in Office Procedures	Reid, G. A. Modern Office Procedures	Westgate, D.G. Office Procedures 2000	TIME ALLOTMENTS
V. WORD PROCESSING				
A. Concepts and Careers	Chapter 3 Suggested Resources	Chapters 3, 8 Suggested Resources	Chapter IV Suggested Resources	25%
B. Applications of Word Processing	Chapter 3 Suggested Resources	Chapters 3, 4 Chapter 13, pp. 340-343	Chapters VI, VI, XII Suggested Resources	
VI. ANCILLARY FUNCTIONS AND SERVICES				
A. Communication	Chapters 4, 5, 6	Chapters 5, 6, 7	Chapters VII, VIII, IX	15%
B. Travel Arrangements	Chapter 16	Chapter 18	Chapter XVIII	
C. Financial Arrangements	Chapters 9, 11	Chapters 10, 12, 17	Chapter XXI	
VII. DATA PROCESSING				
A. Basic Concepts	Chapter 7	Chapter 8	Chapter XI	15%
B. Data Processing Cycle	Suggested Resources	Suggested Resources	Suggested Resources	
C. Data Processing and Word Processing				
VIII. RECORDS MANAGEMENT				
A. Function of Records Management	Chapter 8	Chapter 9	Chapter X	20%
B. System and Procedure of Records Management	Suggested Resources	Suggested Resources	Suggested Resources	

APPROVED TEXTBOOKS

COURSE CONTENT	Sparling and Attridge. Complete Course in Office Procedures	Reid, G. A. Modern Office Procedures	Westgate, D.G. Office Procedures 2000	TIME ALLOTMENTS
C. Equipment and Supplies				
D. Technology and Records Management				
IX. BUSINESS AND OFFICE CAREERS				
A. Personal Inventory	Chapter 18	Chapter 23	Chapter XXII	7%
B. Application for a Position	Chapter 18	Chapter 23	Chapter XXII	
C. Employer/Employee Agreements	Suggested Resources	Suggested Resources	Chapter XX Suggested Resources	
D. Job Retention	Suggested Resources	Suggested Resources	Chapter XXII, Topic 8 Suggested Resources	
E. Career Planning	Chapters 13, 14, 18	Chapters 16, 17	Chapter XXII, Topic 5	
F. Office Simulation/ Model Office	Suggested Resources	Suggested Resources	Suggested Resources	
G. Work Experience	Suggested Resources	Suggested Resources	Suggested Resources	

BIBLIOGRAPHY

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overhead transparency masters

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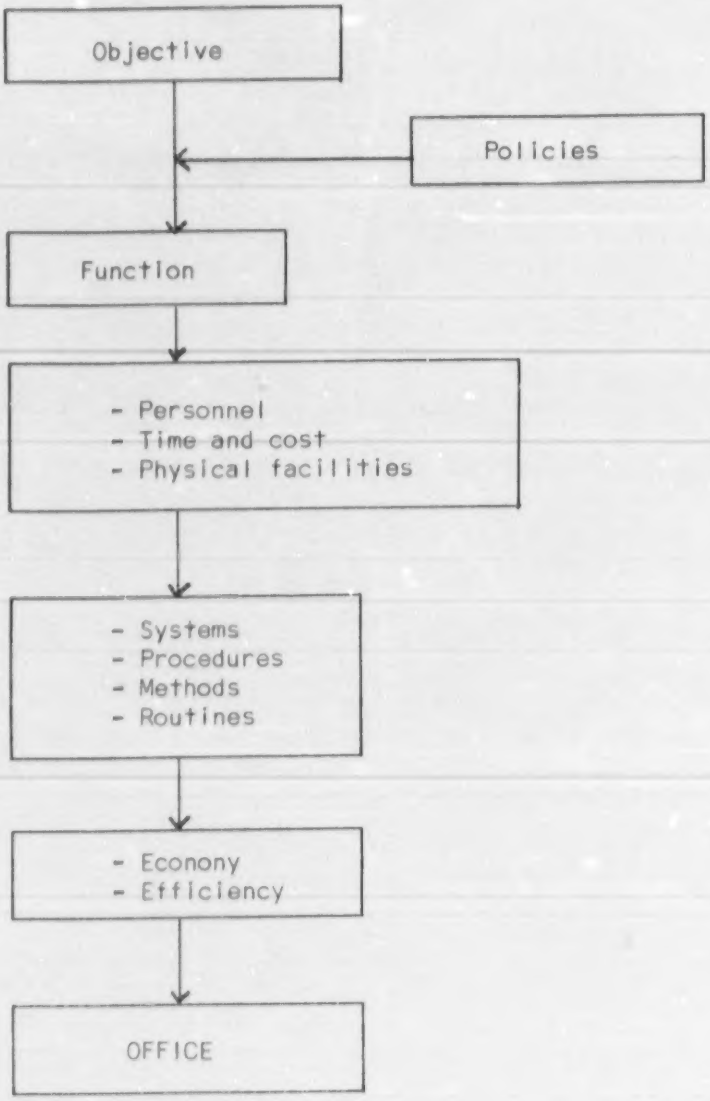

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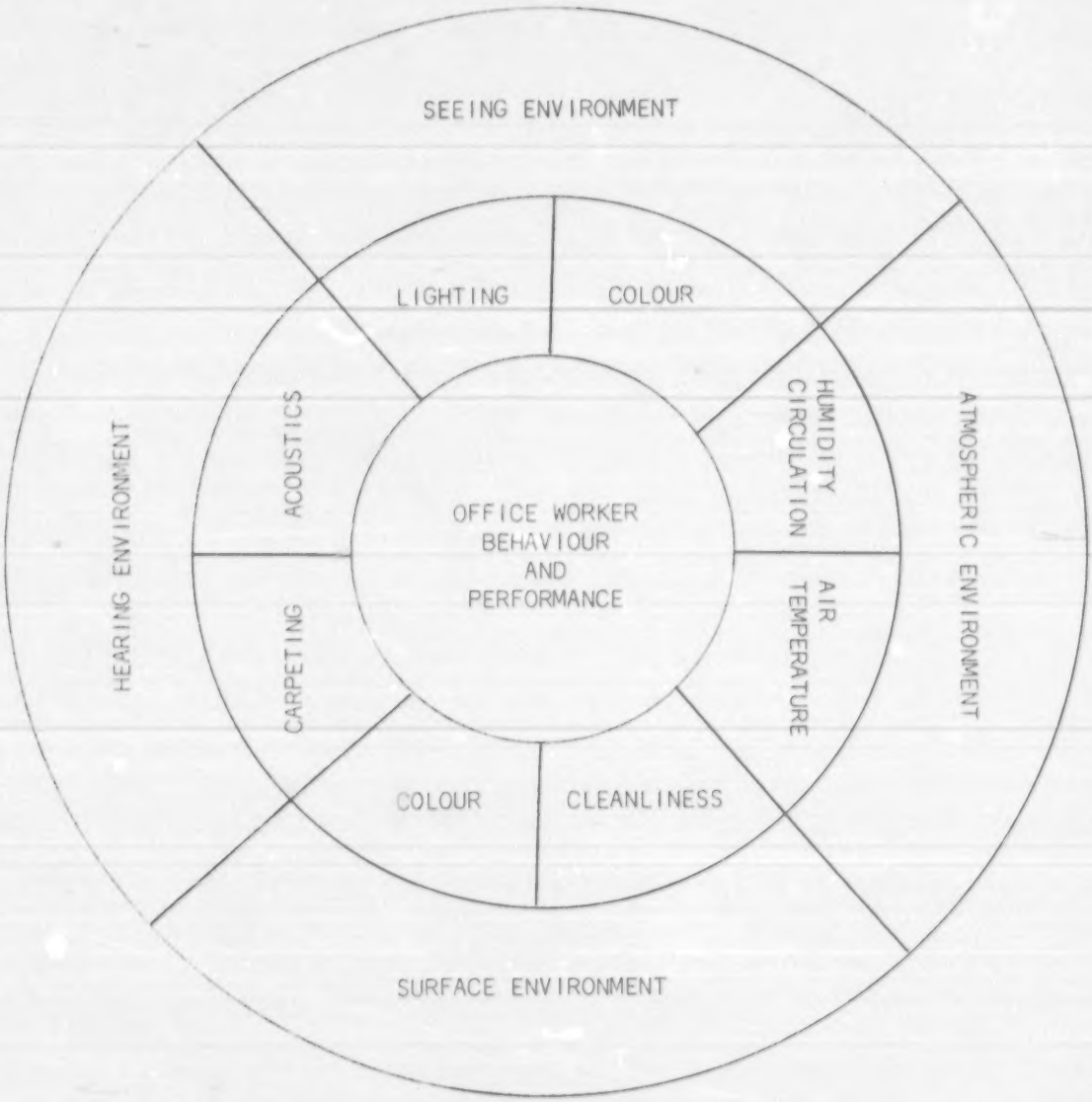

OFFICE EMPLOYEE BEHAVIOUR AND PERFORMANCE IN RELATION TO OFFICE ENVIRONMENT

Transparency Master 2

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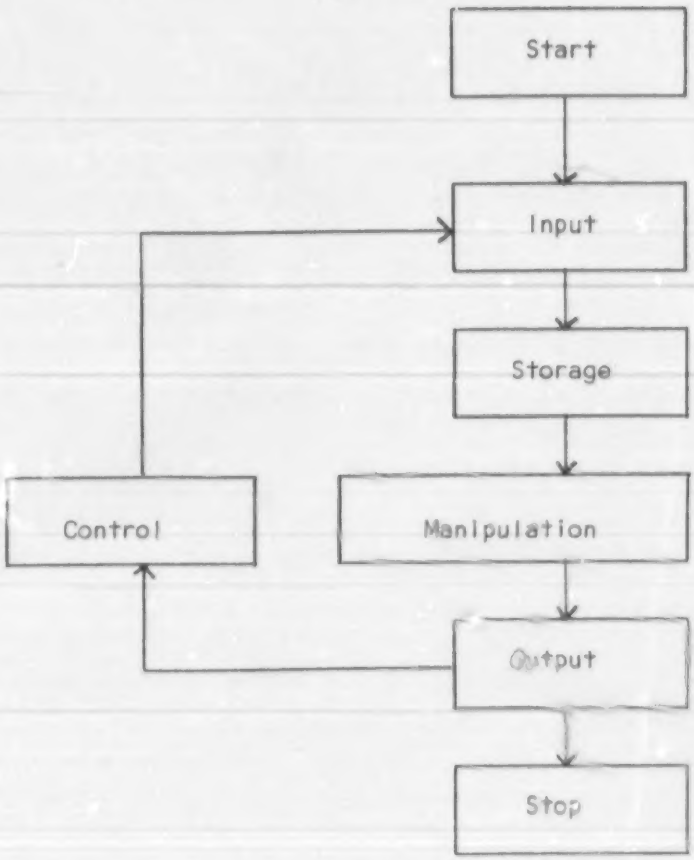
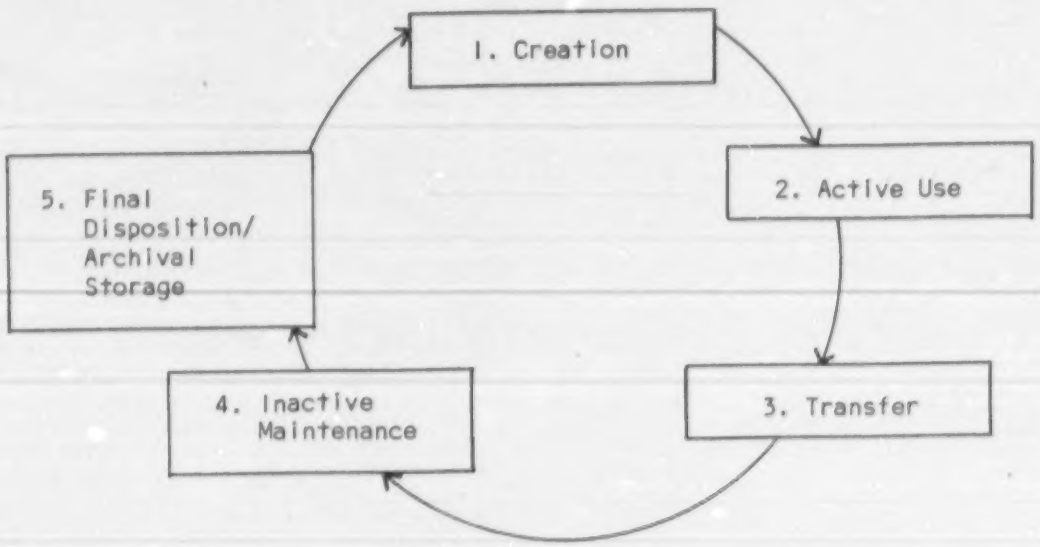


Transparency Master 3

THE LIFE CYCLE OF A RECORD



Transparency Master 4